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ABSTRACT

New Jersey's Higher Education Restructuring Act of 1994 expands and codifies certain authorities of trustee boards, creates a statewide coordinating board called the New Jersey Commission on Higher Education, and creates the Presidents' Council which consists of the presidents of the 46 institutions of higher education which receive state funding. The Act mandates that boards of trustees, presidents, and the statewide coordinating board reconceive how they do what they do and question why they do it at all, in response to tremendous forces of change. The goals for higher education as expressed in the Act include access, affordability, and excellence. This paper discusses membership and activities of the Commission and the Council and responds to criticisms that the new governance structure is lacking in accountability, authority, and stature. The paper concludes that institutions of higher education must have local control for strategic as well as tactical and expedient decisions, and they must be flexible, responsive, and visionary. A summary of Commission priorities and a work plan for making recommendations on higher education funding and tuition establishment are appended. (JDD)

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# Access, Affordability, and Excellence After Restructuring

by

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and

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U.S. DEPARTMENT OF EDUCATION
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Robert A. Scott

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

## Higher Education Restructuring

By now, everyone interested in New Jersey higher education must know that seven months ago to the day, on March 15, 1994, in her first Budget Message, Governor Whitman called for the removal of the position of Chancellor, abolition of the Department of Higher Education, and elimination of the Board of Higher Education. By May, the Hartman advisory panel of lay citizens and educators had prepared a report with recommendations abbut how New Jersey colleges and universities--public and independent, county and state--should be governed and coordinated. By June, the report was turned into statutory language, approved by the Legislature, and signed into law by the Governor.

The "Higher Education Restructuring Act of 1994" contains three major parts. First, it expands and codifies certain authorities of trustee boards on the premise that responsiveness, quality, and flexibility require autonomous local governance. It also increases the forms of accountability for boards to follow. For example, trustee boards are now the final authority for new degree programs that conform to an institution's mission and are not unduly

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redundant or costly. As examples of increased accountability, boards must make external audits public, develop a code of ethics, and report annually on certain expenditures for advertising, lobbying, and legal services. Before a board can raise tuition, it must hold a public hearing.

Second, in addition to expanding the governing authority of trustee boards, the act created a statewide coordinating board, the New Jersey Commission on Higher Education. The major responsibilities of the Commission are coordination, research, planning, advocacy, and approval of institutional mission changes, although in its first year it will exercise the authority of the Board of Higher Education as it decides on a small number of pending issues left by the Board.

The principles on which the Commission will act are: a) to maximize research, planning, and coordination, and b) to minimize operational responsibilities. Furthermore, the statute specifies the goals of accessibility, affordability, quality, and accountability, all to be provided by autonomous institutions. The Commission is developing measurable objectives for these goals as part of an updated masterplan. After only three meetings, the Commission has a statement of vision, mission, values and principles, and goals which you have in your packet (Attachment "A".) Please note the emphasis on opportunity. This is not a narrow vision.

The third major part of the Restructuring Act created the Presidents' Council, which consists of the presidents of the 46 institutions which serve a public purpose and receive state funding. Whereas the Commission is designed to be similar to the twenty-plus other state coordinating boards across the nation, the Presidents' Council is unique. By New Jersey statute, institutional presidents, and by implication their board of trustees, are now mandated to collaborate in serving the citizens of the state, and are held publicly accountable for doing so.

The Council and the Commission are to work together and to cooperate in reporting on the status of the new structure within two years. In addition, the Council and the Commission are to cooperate in developing recommendations for funding higher education, student aid administration, and several other topics of state policy.

The Council's day-to-day work is carried out by a thirteen-member executive board whose chair sits as an ex officio member of the Commission. The Commission consists of sixteen members, including two students, plus the Council chair. In four years it will consist of ten members plus the Council chair, as the six "sector" trustee members finish their non-renewable, non-continuing four-year terms. The public members are appointed for six-year terms which will continue into the future.

As chair of the Implementation Team, I have guided the development of the Commission staff organization, approved job descriptions, made personnel selections, and supervised the development of work plans to fulfill the Commission's special and on-going responsibilities. As soon as the Commission chair was appointed, I began working closely with him and the external consultants on the search for a permanent director.

Among the most immediate duties of the Commission are the obligations to recommend funding for Fiscal Year 1996 by November 1, and to develop recommendations for the Governor and Legislature on collective bargaining and the "Civil Service status of certain employees" by January 1. The other work plans allow nine months or more for completion. These include K-12 and higher education collaboration, measuring quality, review of regulations, and preparation of a masterplan for higher education. There are eighteen task forces in all to fulfill the statutory obligations. A copy of the work plan for higher education funding and tuition establishment is included as part of the attachment. This is due in March. Please note the careful, methodical approach, which will be used in all studies.

I have a great deal of confidence in the new structures. While the Governor's action last spring was radical, the result is not. New Jersey now has a coordinating structure more like the norm nationally.

But if the new Commission is more like the norm nationally, its purpose is anything but "normal," in the sense of preserving the status quo. The "Higher Education Restructuring Act of 1994" is an act of reconceiving, and it requires boards of trustees, presidents, and the statewide coordinating board to reconceive how they do what they do, and to question why they do it at all.

In these respects, the Governor's action is part of an international trend. Governments, corporations, hospitals, and organizations of all types worldwide are reconceiving and recrafting themselves as they attempt to balance their missions and their markets. There is radical change all around us; higher education is not immune.

The Restructuring Act reconceives how governance and coordination will be performed. The act sets the stage for trustees and the Commission to craft and recraft how they perform their functions. With reduced state revenues, with debts from the past coming due, and with severe competition for every state dollar, it makes good sense to restructure, reconceive, and recraft so that quality, access, affordability, responsiveness, flexibility, and vitality can be maintained.

In this new environment, which I don't expect to change anytime soon, we in higher education must find ways to reduce the costs of doing our business. Colleges cannot simply raise tuition any more than businesses can raise prices and expect customers to flock in. This is as true for Rutgers and Ramapo as it is for Harvard and Princeton, Cartier and Tiffany.

During the past year, I have been talking and corresponding with a small group of educators across the country who are attempting to rethink higher education. In January, we will put our ideas to paper. What is the role of higher education? What is its purpose? What is the nation's vision for colleges and universities? Such apparently naive questions beg for answers. We used to know. Why don't we know now?

We used to believe that higher education served a public purpose as well as a private purpose. Now, most federal policy seems to assume that higher education is a private gain, not a public good. Even the new Americorps concept of community service seems to be more about jobs than about nation-building through higher learning.

Think of the grand visions for higher education in the past: population movement and settlement; scientific agriculture and food production; servicemen's reentry and expansion of the middle class; national defense and equal opportunity. While we purists like to believe that higher learning is good for its own sake, the past 200 years have shown that it can serve a

large public purpose as well. But what is the national vision now? Surely we will not stop with SPRE[1]?

Governor Whitman's call for restructuring can serve as a signal for national purpose as well as for state purpose. Her emphasis on collaboration for the betterment of all--by assuming that the whole can be greater than the sum of its parts--is a signal worth hearing. It can start on campus, extend beyond the classroom, join institutions, and embrace the schools. With her call for collaboration with schools, we find another signal--youth. We as a nation have abandoned our young, and it shows. Don't colleges and universities have a role in redressing this wrong? I believe so. So does the Governor. So does the Education Commission of the States, in its tough report, "Quality Counts: Setting Expectations for Higher Education... And Making Them Count." So does the World Bank, in its brilliant report, Higher Education: The Lessons of Experience.

The "Higher Education Restructuring Act of 1994" must be seen in this larger context. It is not a "bolt from the blue;" it is part of a large-scale international effort to reconceive and recraft organizations and institutions in response to tremendous forces of change. In this spirit, trustees can reconceive and recraft how they perform. Administrations and faculties must reconceive and recraft their roles and functions in response to new students with new needs and new learning styles and new expectations. In responding, we do not abandon our role or abdicate our functions; we respond in order to stay at the forefront of change.

We in higher education also must reconceive and recraft our relations with other institutions. We each should do what we do best, leaving to others what they do best, and in tandem and in teams serve the public good through both historic and new strengths.

We in higher education also should involve more members of the community in our planning, drawing on the insights of those outside to help interpret changes in society even as they help interpret us and our role to the broader community. Higher education in the nation's service has never been aloof, and yet that is now the major criticism we hear.

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[1]The recent reauthorization of the federal Higher Education Act creates state bodies called "State Postsecondary Review Entities" which police various student aid activities.

**Accountability, Authority, and Advocacy**

Last spring, following New Jersey Governor Whitman's bold move to restructure the governance and coordination of New Jersey higher education, numerous critics complained that the new structure wouldn't work. Among the criticisms, several were repeated often: "The new structure lacked accountability; the new structure lacked authority and stature; the new structure was designed to be stifled."

New Jersey's Sunshine laws are a powerful force for accountability. Also, the Higher Education Restructuring Act adds new forms of accountability to the state's colleges and universities, as specified earlier. However, these are but a few of the many ways in which institutions of higher education are held accountable. All institutions and many programs must meet accreditation standards; all institutions must meet federal requirements, and all institutions must satisfy state licensure requirements.

Colleges and universities exist in a highly competitive environment where the alternatives for prospective students are numerous. Every decision by institutions about programs, services, and pricing (i.e., tuition) is subject to local political, philosophical, and market forces.

Finally, the Commission on Higher Education is charged with deciding on both institutional licensure and campus missions as well as on new degree programs which are excessively duplicative or expensive. In addition, the Commission is charged with designing institutional annual reports on the achievement of goals and of evaluating the entire restructuring effort within 24 months. These are powerful forms of accountability.

Another of the criticisms of the new structure is that it will lack authority and stature. The position of Chancellor was a cabinet post and the Department of Higher Education was a cabinet office. Since the new Commission on Higher Education is not a cabinet office and the position of executive director is not a cabinet post, the argument goes, the new structure will lack stature. In addition, the critics argue that the lack of interlocking board membership with the Department of Education will weaken the relations between higher education on the one hand and elementary-secondary education on the other. Yet this need not be true.

First, "stature" is about standing. The Commission on Higher Education is much better off being independent of cabinet offices invited into a room to be told to submit plans for a reduced budget. By being independent, the Commission is not subject to the same expectations and can both develop a direct relationship with the Treasurer and be a strong advocate for higher education.

As a matter of fact, both of these conditions are true. Governor Whitman told the new Commission at its September 12 Retreat meeting that she expected it to be a strong advocate for higher education funding. She wants it; the statute requires it; the higher education community expects it.

The leaders of higher education have met with the Treasurer and his staff more often in the past six months, in highly productive and respectful discussions, than in the past six years. Only the media and a few diehard critics seemed surprised to hear the Commission at its September 30 meeting recommend additional funding for New Jersey higher education, and extra funding for EOF, for the first time since 1987, for both increased grants and more students.

Second, the Commission has the stature by statute to be a strong advocate and to enter into productive relations with the Department of Education. Just as cabinet status did not ensure advocacy, so interlocking board membership does not ensure collaboration. By statute, though, collaboration between K-12 and higher education is expected. In fact, the Commission is required by the new statute to report to the Governor and the Legislature by June 30, 1995 on higher education's relations with kindergarten through 12th grade as one of the special studies noted earlier.

Under the new structure, the Commission, the Presidents' Council, and trustee boards are charged with advocating the financial and programmatic needs of institutions for serving the state. In particular, the Commission is required by statute to undertake special studies and develop a masterplan--all within a relatively short time frame--to define the funding needs of higher education and to formulate the means for meeting the state goals of accessibility, affordability, quality, and accountability within a state system which values institutional self-governance and autonomy. The assumption is that these goals require state resources. It also is assumed that accomplishment of these goals requires priority-setting and coordination.

The three elements of the Higher Education Restructuring Act--trustee boards, Presidents' Council, and the New Jersey Commission on Higher Education--are designed to work together. In addition, the Commission is charged with considering the needs of the whole state, including citizens and employers. The Commission's purview is not limited to the sum of institutional budgets and activities. Its view is statewide, and concerns access for all citizens to a system for everyone. Its vision statement says as much. This is the starting point for a strong advocacy effort.

The emotional responses to the Governor's plan for restructuring higher education clouded the view of many. It is now time to see the new structure for what it really is.

The Higher Education Restructuring Act of 1994 enhanced institutional governance and autonomy by increasing both trustee authority and the forms of trustee accountability. The Act also created a unique Presidents' Council which by law mandates that institutional leaders collaborate in meeting the higher educational needs of New Jersey citizens and employers.

Finally, the Restructuring Act created a Commission whose major responsibilities include research, planning, coordination, authority over institutional missions and licensure, accountability, and advocacy. The special and ongoing responsibilities of the Commission provide it with the opportunity to exercise authority, use its voice, and be a force for change. The collective stature of the members and the progress they have made after only three meetings attest to their commitment to ensure the new structure's success, especially with regard to the goals of access, affordability, and excellence.

## The New Structure and Access

The document attached, "Summary of Commission Priorities," emphasizes the goals expressed in the Higher Education Restructuring Act of 1994," access, affordability, and excellence. By "access," or accessibility, we refer to the special state efforts needed to help students overcome barriers to post-high school study, including EOF for academic barriers, EOF and TAG (Tuition Aid Grants) for financial barriers, and a statewide system of campuses as well as partnerships and telecommunications for geographic barriers to access.

Access also refers to the range of institutional types, degree levels, and pathways to collegiate credentials, including public and independent, two-year and four-year campuses, research universities, extension centers, and a college without a campus which emphasizes assessment of prior learning.

Access is promoted through open admissions policies at county colleges, remedial and development programs at all campuses, adult transition programs, opportunities for part-time study for those working, or not working, or in jail, two-year and four-year college articulation agreements, summer programs for new students, pre-college intervention programs for study skills, academic content, and counseling for motivation as well as for choices, and adjustments to accommodate those students who need to use wheelchairs or aides to reach a "level playing field."

Under the new structure, all three bodies affected by the law -- trustee boards, the Presidents' Council, and the Commission -- have both authority and accountability for access. Trustees are required to set admission and graduation requirements which conform with the approved mission of the institution. An annual report is required on enrollment, student progress, student demographics, articulation agreements, and relationships with schools.

The Commission will review these reports and use them in setting annual budget recommendations in relation to institutional missions and in relation to the updated state masterplan. Because of its responsibility for EOF, the Commission will require reports on institutional participation and student success.

The Presidents' Council will work, I believe, because of the tradition of collaboration between and among colleges and universities. CHEN, the Consortium for Higher Education in Newark, is a good example. While CHEN may be one of the best examples, others exist around the state, and most focus on pre-college intervention and two-year to four-year college articulation agreements.

These activities and more will be examined by the Commission as part of its two-year and five-year reviews of the restructuring. And when it looks at access, it will consider those not in school as well as those already enrolled.

For example, at its second meeting, a retreat held on September 12, the Commission asked for a report on minority enrollment statewide. In addition to noting the 52% increase in minority enrollment since 1987, to 73,000 students, which can be seen in this attachment, Figure 1, the Commission also noted that African Americans and Latinos in New Jersey are as likely to be enrolled in college as a white person. Furthermore, African Americans and Latinos in New Jersey have a higher probability of being enrolled in higher education than their counterparts nationally. See Figure 2 which shows that while gaps in enrollment unfavorable to minority group members narrowed across the nation between 1982 and 1992, the gaps that existed in New Jersey in 1980 literally disappeared by 1990.

**The New Structure and Affordability**

The second goal is affordability, by which we refer to particular efforts to overcome the financial barriers to access. It is one thing to provide a program at a convenient time and place, but is it affordable for New Jersey residents at all income levels?

The state plays the most critical role in maintaining affordable public higher education. Trustee boards will request, the Commission will recommend and advocate, and the Council will request and recommend, but it is up to the Governor and the legislature to ensure that appropriate base funding is provided, that state-negotiated increases in salaries and benefits are funded, that capital funds are appropriated to maintain the physical plant, that the county college obligation is fully funded, that independent colleges are assisted at the statutory level, and that student financial aid through EOF, TAG, and other state programs are funded at realistic levels.

When the state does its part -- and in the past six years the state has reduced base budget support and has grossly underfunded negotiated salary increases and county college obligations -- trustees can set modest tuition levels. But when state support erodes, then no amount of program closings, reorganization, and staff reductions can make up the difference. I know from my experience at Ramapo. In these circumstances, tuition and fees are increased and institutions must budget additional student financial aid from operating funds.

Under the new structure, there will be safeguards against excessive tuition increases and greater sunshine on the level of state support. In fact, legislators may hear from more

students when annual trustee hearings on tentative state budget requests and possible tuition and fee levels highlight the relationship between state support and tuition. For the first time, all campuses will hold public hearings on these topics. I believe one result will be greater student and staff attention to the level of state support. Tuition will no longer be the sole focus of attention.

In addition to the annual hearings, Trustee boards will issue public reports on spending, audits, and student profiles.

Affordability will also be a central theme for the Commission in its special study of higher education funding and tuition establishment, its recommendations for annual appropriations, its masterplan, and in many other ways. The state goals included in the Restructuring statute are touchstones for all work of the Commission.

The same is true for the Presidents' Council. There is a state mandate and lots of sunshine. What we need is excessive adherence to the truth. For example, many letters to the editor and some news accounts have referred to "double-digit" tuition increases this year. This is false. Out of 47 public and private institutions in New Jersey, only three county colleges and one independent college raised tuition 10% or more. In fact, the average for the state colleges was 4.77%. Most increases were in the 3% to 5% range. And any increase above 3.5% had to include funding dedicated to "holding harmless" the neediest students. This is something institutions have been doing for years, but has received no attention.

**The New Structure and Excellence**

The third goal is excellence. By "excellence," we refer to both state and campus attention to the adequate funding of basic and necessary programs and services for students, the allocation and reallocation of funding toward the highest priorities expressed in the campus mission statement, rigorous regular reviews of academic programs and administrative units against known benchmarks, annual reports of accountability measures, and a balance in matching internal strengths and external opportunities while serving the needs of the state.

In this regard, excellence is related to concerns about the systems, about individual institutions, and about individual students. Attention must be given to "inputs," such as

*funding;* "process," such as effectiveness and efficiency in meeting quality goals; and "outputs," such as the preparedness of graduates to become productive citizens. The state and families provide funds to help colleges achieve their missions; colleges hire faculty and staff and buy equipment to make the mission operational. But do students graduate with the knowledge, skills, abilities, and values necessary to succeed in careers and in life?

According to the June, 1994 Wingspread Conference on "Quality Assurance in Undergraduate Education: What the Public Expects,"[2] the important characteristics of college and university graduates include the following:

- technical competence in a given field;
- high-level communications, computational, technological literacy, and informational abilities that enable individuals to gain and apply new knowledge and skills as needed;
- the ability to arrive at informed judgments -- that is, to effectively define problems, gather and evaluate information related to those problems, and develop solutions;
- the ability to function in a global community, including knowledge of different cultural and economic contexts as well as second language skills;
- a range of attitudes and dispositions including: flexibility and adaptability; ease with diversity; initiative, motivation and persistence (for example, being a "self-starter"); ethical and civil behavior, as well as personal integrity; creativity and resourcefulness; and the ability to work with others, especially in team settings;
- and above all, demonstrated ability to deploy all of the above to address specific problems in complex, real-world settings, and under "enterprise conditions" in which the development of workable solutions is required.
- Given a definition of quality based principally on outcomes consistent with stakeholder needs, the evidence for quality should be generated from sources external to higher education to a far greater extent than occurs at present.

  The major types of evidence include:

- the successful and timely completion by students of their educational programs;
- the placement and performance of graduates in the workplace and their effective involvement in civic and community life;

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[2] Education Commission of the States. "Quality Assurance in Undergraduate Education: what the Public Expects." Report from a Wingspread Conference, June, 1994, pp. 3 and 4.

- performance in further education and on relevant licensure and certification examinations;
- results of direct assessments of student abilities on exit consistent with both institutional and societal goals, and the "value-added" to these abilities by the institution given entering student characteristics; and
- reported satisfaction of students with the contribution made by higher education toward attainment of their own goals, relative to the costs incurred.

This is the approach inherent in the Higher Education Restructuring statute and in the Commission's work plans. Trustee boards set policies and priorities and are held accountable through public processes and reports. Accreditation is an important vehicle for assuring quality, but is not sufficient by itself.

The Commission concerns itself with the quality of the whole system, not just with each part. The task forces on annual reports, the masterplan, and assessing the restructured system will all inform the Commission's work. In addition, specific programs such as EOF, Students with Special Needs, and the Education of Language Minority Students will ensure that the Commission relates quality back to access and affordability.

In similar ways the Presidents' Council will fulfill its statutory obligations to ensure excellence, and to attain excellence not only in terms of inputs, such as SAT scores, which is what prestige is usually based on, but on educational processes and student success as well. These are the dimensions of quality which the public wants: graduation rates, not just open enrollment.

Conclusion

These goals of access, affordability and excellence must be viewed in totality. No one is adequate unto itself. When one speaks of access, one asks, "Access to what?" When one speaks of affordability, one asks, "affordable for whom?" And both access and affordability are necessary but not sufficient conditions. Of what good is access to poor quality? Does it matter that something is affordable if it lacks value? Of course not.

In addition, the statute and the Commission assert and assume that governance is best left to campus trustee boards and that coordination is the responsibility of the state. Trustee

autonomy for local decisions based on campus missions and local conditions has long been the hallmark of American higher education. Throughout the world, international organizations and even national governments are adopting the same principle. This past May, at about the time the Hartman panel reported on its recommendations, a new Commission was created in Germany to restructure higher education governance and coordination in that country. Similar moves are underway in the developed and developing countries around the globe.

I believe a major reason for these efforts at restructuring is the realization that institutions of higher education are the places which provide opportunity. In order to do so, they must have local control for strategic as well as tactical and expedient decisions. They must be flexible, responsive, and visionary. Centralized bureaucracies and state controls do not result in excellence. High quality results from local governance over mission, strategy, and priorities in a statewide framework.

Trustees govern. The Commission coordinates. This is the way it works in Virginia, Indiana, Ohio, and about twenty other states. Shouldn't New Jersey higher education be thought of in the same way? Don't we want our citizens to have the same pride in our system as those in other states have in theirs?

Thanks to the Governor and the legislature, I think this vision is attainable. The new structure places authority and accountability where it belongs. The new Commission is responsible for coordination, and from what I have seen, the members are not only up to the task, they are committed to its success.

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**NEW JERSEY BLACK ISSUES CONVENTION**

*Saturday, October 15, 1994*

**New Jersey Commission on Higher Education**

Supplemental Materials

1. Summary of Commission Priorities
2. Work Plan: Process for Making Recommendations on Higher Education Funding and Tuition Establishment
3. Minority Access in New Jersey

## SUMMARY OF COMMISSION PRIORITIES

### THE MISSION OF THE COMMISSION ON HIGHER EDUCATION

The mission of the New Jersey Commission on Higher Education is to plan for, coordinate and serve as the principal advocate for an integrated system of higher education through diverse institutions whose broad scope of programs attract and prepare New Jersey students for future participation as productive members of society.

### A VISION FOR HIGHER EDUCATION IN NEW JERSEY

The New Jersey Commission on Higher Education envisions a system of higher education that is among the best in the nation. As a leader in higher education, the New Jersey system will be the first choice of New Jerseyans, providing a diverse student population with the high quality education needed to effectively address the state's societal and economic needs. The system will produce highly qualified graduates who function as contributing and responsible citizens and are actively recruited by employers.

### VALUES OF THE COMMISSION ON HIGHER EDUCATION

The Commission is a nonpartisan entity which strives to identify and prioritize statewide needs and balance many competing interests.

The Commission is a coordinating entity, not a governing body, and does not seek authority in campus governance issues that are under the purview of campus trustees.

The Commission promotes cost-effective higher education programs and services that make optimal use of resources and are affordable to all New Jerseyans who can benefit from postsecondary studies.

The Commission seeks to ensure access for all potential students to high quality academic and support programs that will enable them to graduate with the knowledge, skills, abilities and values needed to succeed in the workplace, post-graduate studies, and other endeavors.

The Commission believes that individual and institutional diversity are a strength of the state's higher education system.

The Commission believes it is essential to build effective partnerships with and among the members of the higher education community and other entities with an interest in or impact on higher education in New Jersey. The Commission will work in conjunction with the Presidents' Council, institutional trustees, faculty, staff and the bargaining units that represent them, students and their parents, the Governor and Legislature, the K-12 education community and others in order to achieve its vision of a system that is among the nation's strongest.

### STRATEGIC GOALS

The Commission will seek an appropriate level and balance of resources for higher education.

The Commission will undertake short- and long-range planning for the higher education system to achieve excellence, efficiency and optimal statewide coordination.

The Commission will promote policies and procedures to remove barriers to accessibility.

The Commission will serve as advocates for higher education in cooperation with the Presidents' Council by:

- increasing public awareness of New Jersey's diverse system of higher education, the quality of its services and programs, its capabilities to meet the needs of the state, and its importance to New Jersey's economy and quality of life;
- seeking a consistent, predictable, and adequate level of funding for institutional base budgets, the salary program, student financial assistance and capital improvements;
- reporting on excellence and accountability in higher education by developing and supporting a coherent system for collecting data and reporting quality indicators;
- providing a forum for debate on statewide higher education issues; and
- encouraging support for the higher education system from the private sector and other non-state sources.

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**WORK PLAN:** **PROCESS FOR MAKING RECOMMENDATIONS ON HIGHER EDUCATION FUNDING AND TUITION ESTABLISHMENT**

**TOPIC:**

In order to remain competitive in today's global economy, New Jersey must have a higher education system that provides quality programs and services, is cost effective, and is accessible to all interested and able individuals. In recent years, however, competing demands for limited resources have resulted in reduced state and federal funding for higher education, tuitions and fees that have increased more rapidly than inflation and family income, and the necessity for institutions to cut and defer expenditures. As a result, issues regarding higher education funding have become a significant concern across the nation.

The Higher Education Restructuring Act charged the Commission on Higher Education with making recommendations to the Governor and Legislature regarding the issues surrounding higher education funding and tuition establishment, such as adequacy of funding, affordability and priorities.

**GOAL:**

To complete recommendations on higher education funding and tuition establishment for the Governor and Legislature by July 1, 1995.

**PROCESS:**

A task force composed of six Commission members (including at least one of the two student members), four members of the Presidents' Council, two Commission staff members, and two Office of Student Assistance staff members will be formed to frame the issues of the study, hold public hearings, and develop a report for Commission discussion and consideration. In framing the issues to be addressed, the task force will seek input from the Presidents' Council and other interested parties. Additionally, it will review national studies and reports on higher education funding and the recently released Board of Higher Education task force report on the financing of higher education. The issues to be addressed will be shared with the higher education community (Presidents' Council, trustees, collective bargaining units, student groups, related boards/councils) and other interested parties. The task force will invite comments and recommendations from the Presidents' Council, the higher education community and the general public. Comments will be accepted in writing or at public hearings.

Following public input, the task force will prepare a report, including alternatives and recommendations for

higher education funding and tuition establishment. In doing so, the task force may call upon consultants or national organizations for assistance as needed. The Commission will discuss the draft report at two separate meetings before adoption of a report for submission to the Governor and Legislature.

**SCHEDULE:**

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| Name members of the task force and seek input from the Presidents' Council and other interested parties regarding the issues that should be addressed | September 1994 |
| Task force frames issues for study and distributes overview and schedule for public hearings | October 1994 |
| Task force holds public hearings | November 1994 |
| Task force prepares report | December 1994-January 1995 |
| Commission discusses report and allows for public comment | January 27, 1995 |
| Commission again discusses report and allows for public comment | February 24, 1995 |
| Commission adopts recommendations for submission to Governor and Legislature | March 24, 1995 |

9/13/94

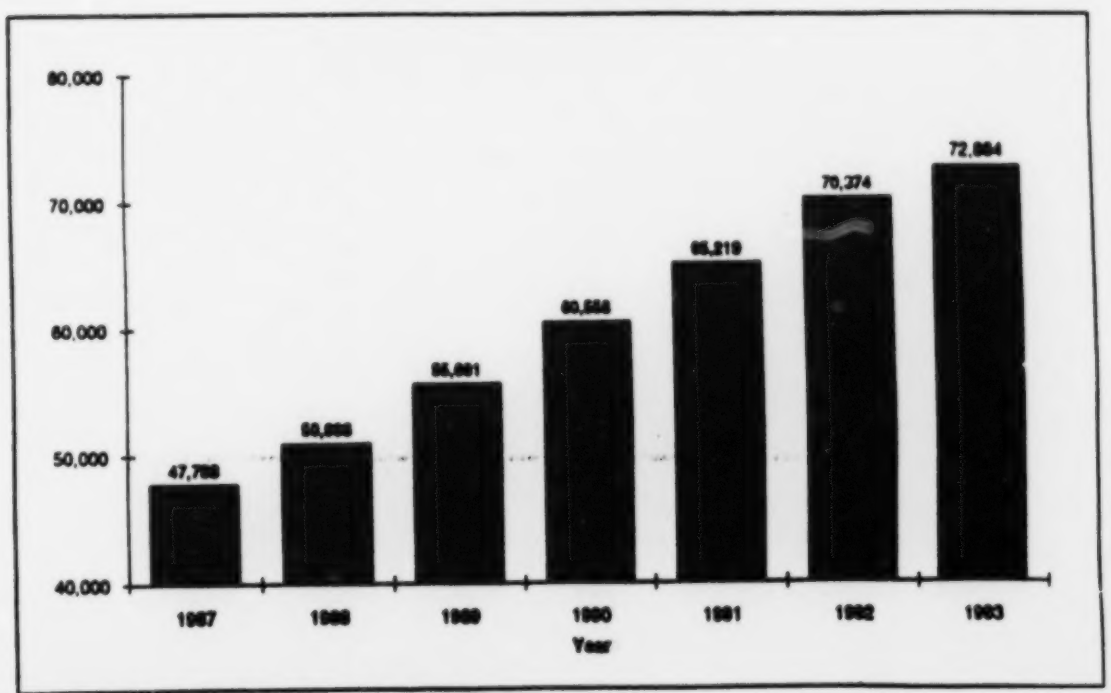
## Minority Access in New Jersey

At the Commission retreat a question was raised about whether data on college-going rates are as positive as those on minority enrollments. Regarding the numbers of minorities enrolled at New Jersey's colleges and universities, Figure 1, which appeared in Joe Seneca's retreat paper, clearly shows an upward trend since 1987.

It will also be helpful to look at the minority access question from a different angle, by asking whether, throughout the general population, an African American or Latino is as likely as a white person to be enrolled in college. As can be seen in Figure 2, while minorities nationwide are less likely than whites to be enrolled, in New Jersey they are every bit as likely to be enrolled. Furthermore, for people in all three racial/ethnic groups, residents of this state have a higher probability of being enrolled than their counterparts across the nation. Finally, while gaps unfavorable to minorities narrowed across the nation between 1982 and 1992, the gaps that existed in New Jersey in 1980 literally disappeared by 1990.

Figure 1:

**Minority* Enrollments Statewide**




* Includes African American, Asian, Latino, and American Indian

Source: HEGIS/IPEDS Forms 923 Part 1

Office of Institutional Research and Planning, Rutgers University, 9/94



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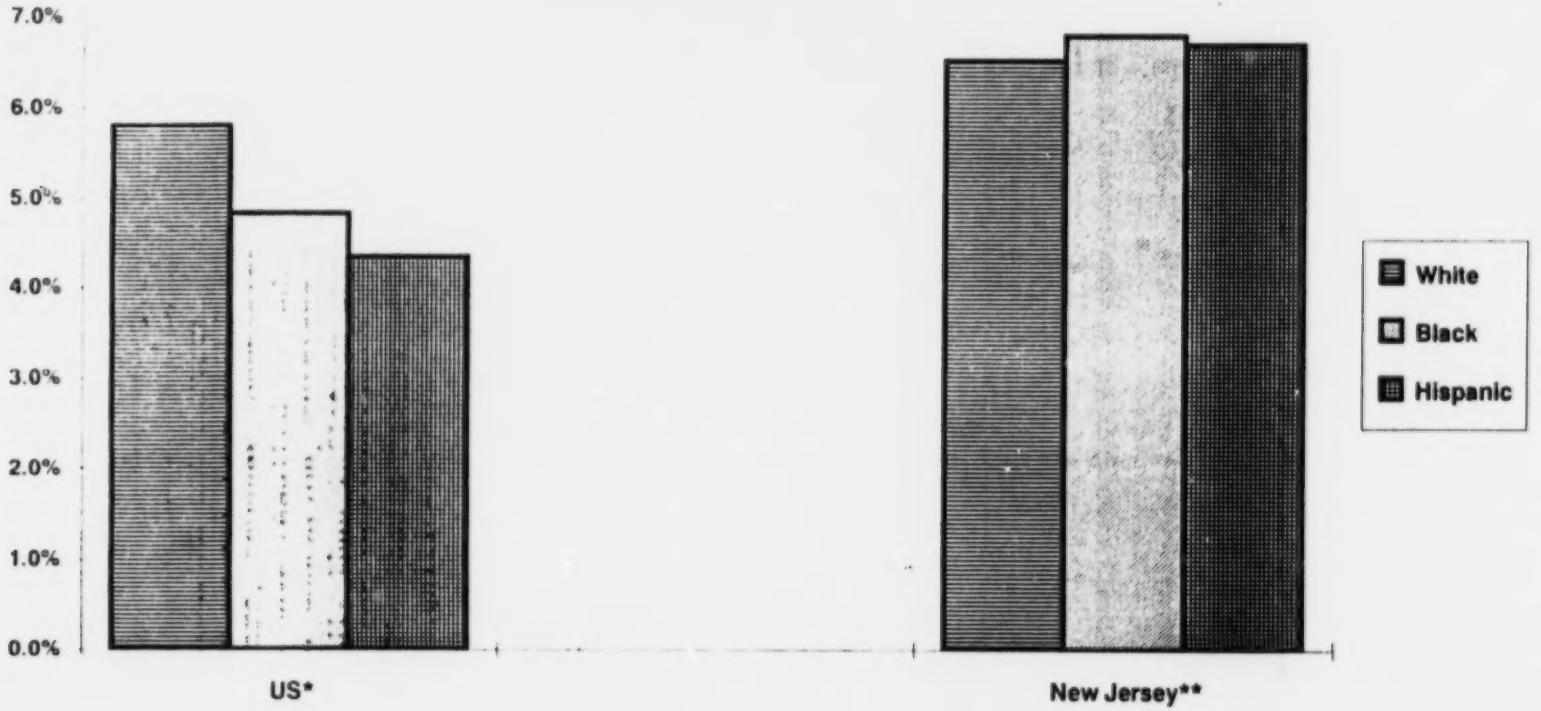
**Figure 2:**
**Percent of General Population Enrolled in College by Race, for New Jersey and the Nation**




From the October 1992 school enrollment supplement to the Current Population Survey ** 1990 Census of Population and Housing

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